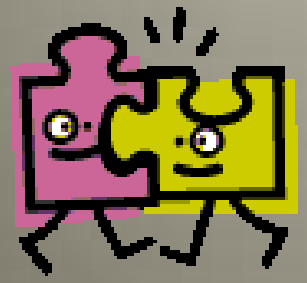
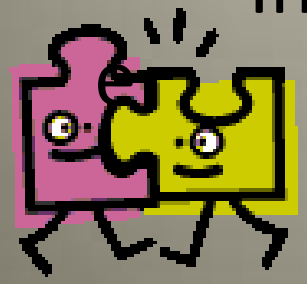
School-to-Work at Girraween High School.

July 9 2009.



Career Education

- Career development has changed dramatically in the past few years due to:
  - Changes in the world of work
  - A greater understanding of career development
  - greater diversity of people accessing career development providers
  - Increased acceptance of individuals being life long learners. (Jervis 2003)
- Individuals are being encouraged to be managers of their careers.



- The professional standards for Australian career development practitioners define career development as ;

  " the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. " National Steering Committee for Career Development Guidelines and Standards: 2004

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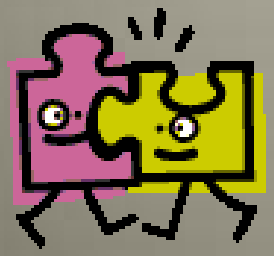
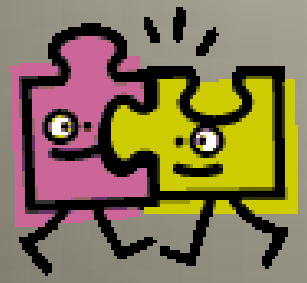


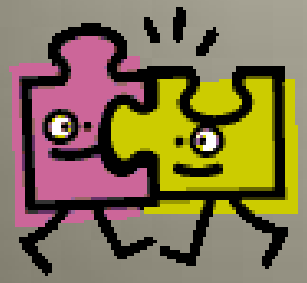
Whole School Responsibility

- State Initiatives that are addressed;
  - 15-19 yr old strategy
  - Boys Education
  - Girls Education
  - Building the Education Revolution



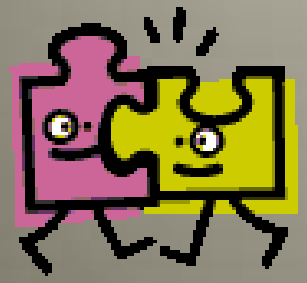
Regional / State Resources

- RAVE program
- Career Search
- Online Logbook
- KLA Booklets
- The Real Game Series
- ABW- Australian Business Week



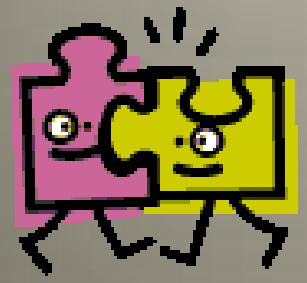
School community perceptions

- Curriculum support document- link to the UNSW portfolio
- http://www.portfolios.unsw.edu.au/myport.cfm?ss=0 – indicative of the commonwealth emphasis on the acquisition of employment related skills.

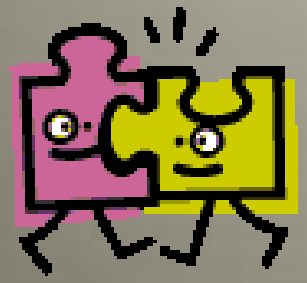


The Labour Market – Skills and Competencies

- Common traits are:
  - Savvy
  - Self confidence
  - Mobility
  - Flexibility
  - Willingness to take a risk
  - Achievement/ outcome oriented
  - Self sufficiency
  - Ability to constantly reinvent oneself



The STW Program



Nationally Agreed Definition

All students should experience vocational learning at each year level throughout their schooling.

"Vocational learning is appropriate for all years of schooling and, when integrated in the school curriculum, it enables students to adapt to the changes that are going to be a constant feature of their lives."

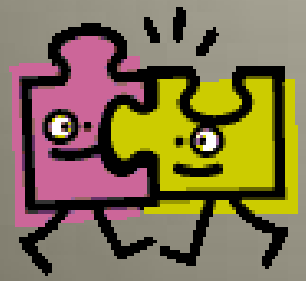
Framework for Vocational Education in Schools

MCEETYA 2001

So ….

VOCATIONAL LEARNING =

ALL students + ALL teachers

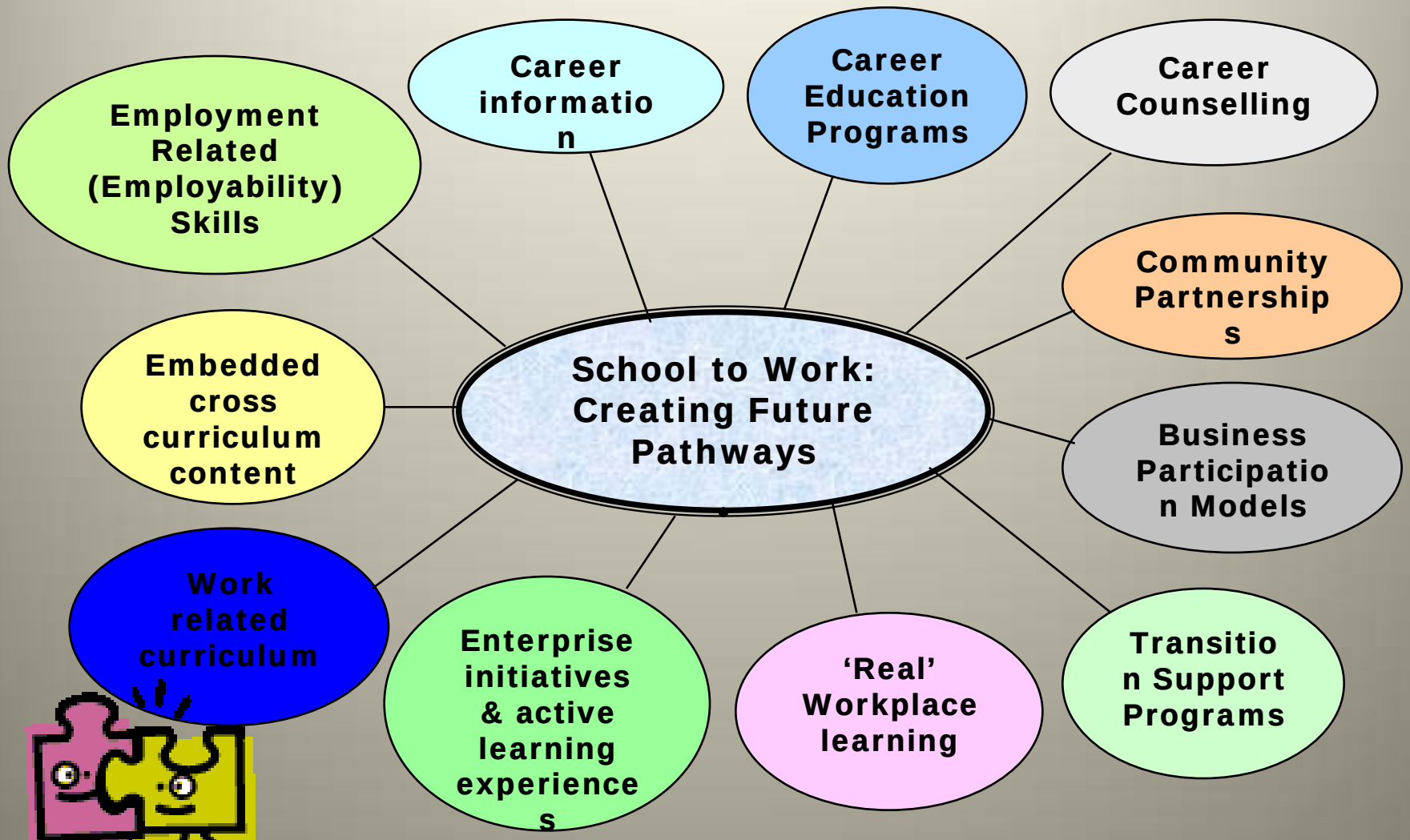


NSW Context

School to Work: Creating Future Pathways **provides a framework for:**

- the study of work in a key learning area
- Vocational learning in all key learning areas
- community and school-industry partnerships
- career education
- enterprise education activities
- development of key competencies and employability skills
- using authentic learning & real problem solving
- engaging students in learning

Program Scope

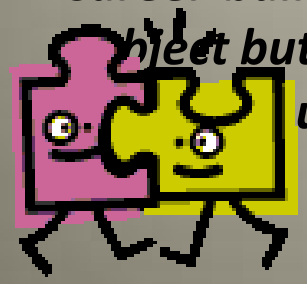


Four Key Result Areas

- Planning transition pathways
- Exploring career futures
- Strengthening student outcomes through vocational learning
- Building connections & networks

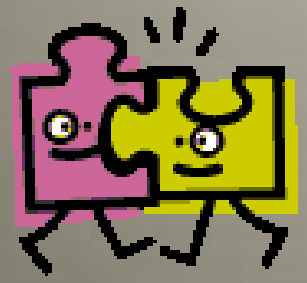
School to Work: Creating Future Pathways

"Career-building skills should not be taught as a separate subject but should be integrated with other curriculum such as maths, history...." (Jarvis 2002)



Planning Transition Pathways

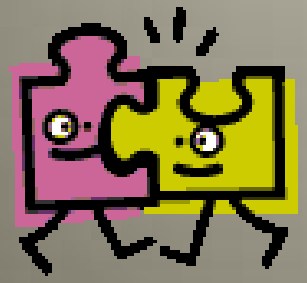
- Schools can assist by providing opportunities for students to test career perceptions and identify employment related skills.
- Through self management students will learn to develop initiative and to be motivated. This will explicitly develop students values of participation and responsibility.



Exploring Career Futures

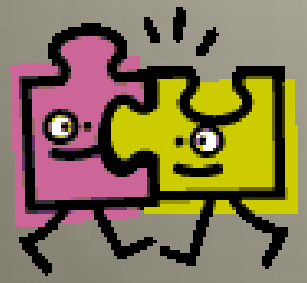
- In a school context students will have access to up-to-date career information through various media.
- Students receive authentic learning opportunities in work environments.
- Students to be encouraged to be enterprising and develop these skills.

- Parental involvement in this aspect of the initiative may prove to be very successful.



Strengthening Student Outcomes

- Schools embed vocational and enterprise learning into teaching and learning programs
- Through the application of quality teaching strategies schools can provide relevant and explicit curriculum that support vocational outcomes.



Building connections and networks.

- Schools foster school practices and processes that compliment work place learning.
- Build links with local agencies and the surrounding community that encourage career and transition planning.

"Traditional academic subjects can positively embody vocational learning principles without at all jeopardizing intellectual rigor.

Connections can be made with life, work and culture and with life long learning. This is known as good pedagogical practice."

Position paper, 2002 – Australian College of Educators

How could I use the Logbook?

STUDENT DIRECTED

1) Student brings logbook
2) End of topic ➔ summary brainstorm
3) Students identify skills developed & record on sheets
4) Teacher initials sheets
5) Student files into logbook

TEACHER DIRECTED

1) Teacher keeps blanks
2) End of topic ➔ summary brainstorm
3) Students identify skills developed & record on sheets
4) Teacher collects/initials all sheets
5) Teacher gives sheets to facilitator
6) Facilitator arranges clerical support to file)

Employment related skills

Cross-cultural understanding

Self-management

Initiative and enterprise

Technology

Learning

Problem solving

Communication

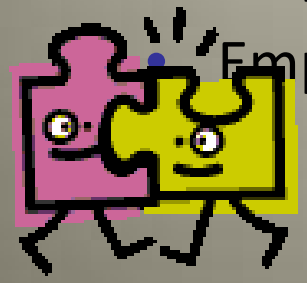
Planning and organising

Teamwork

Each booklet provides teachers with examples of how these employment related skills are generally demonstrated in each KLA.

The KLA Booklets- the changes

- Annotated BOS unit with employment related skills
- Information on how to use the 2005 logbook and Logbook Overview
- New and improved vocational learning activities
- Sample vocational learning unit of work in each KLA endorsed by the Curriculum K-12 Directorate
- Employment related skills and their elements
- Employment related skills mapping



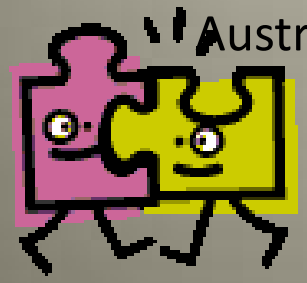
Employment Related Skills in the Classroom

- Information on the revised set of employment related skills
- Questionnaire for teachers
- Examples of employment related skills per KLA
- Annotated unit of work
- Logbook overview
- Models of logbook implementation
- Samples log sheets
- Another activity: Logging employment related skills in the classroom

A time to reflect:

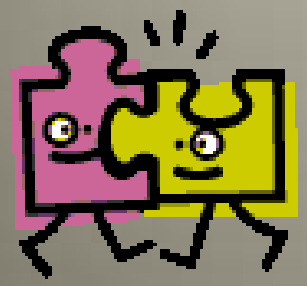
"***Vocational learning contains many features for providing flexible, contextual, rigorous, diverse, and innovative learning for either generic or specific purposes to all stages of education***"

Australian College of Educators 2002



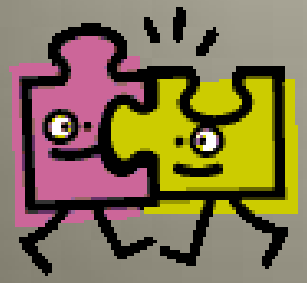
School-to-Work in an Academically Selective School Environment

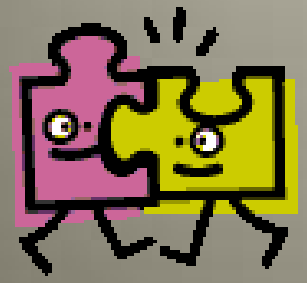
- Re-badge the terminology
- Use the Online Logbook
- Emphasize the head start afforded at university- Curriculum Support Volume 2 Number 4; 'Has the School to Work Program tricked up?'
- e- portfolios
- Application success
    - Graduate connections
    - Involvement in group projects, competitions.



School-to-Work in an Academically Selective School Environment

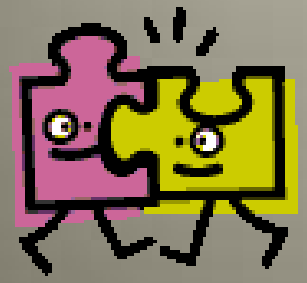
- Career Search
- Career and Transition Team Approach
- Recognition of extra-curricular and co-curricular activities and part time work.
- Work Experience and extending workplace learning inclusive of targeted university placements





Creating Partnerships through Vocational Learning

Creating Partnerships through Vocational Learning



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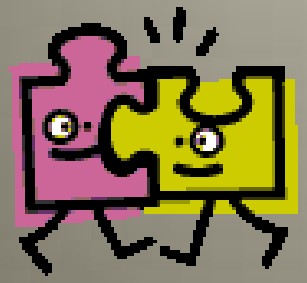

Creating Partnerships through Vocational Learning

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